

Fostering Student Learning, Well-Being, and Belonging

Guidance for School Cell Phone Policies

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Table of Contents

Section 1: Introduction & Setting the Stage	3
Guiding Principles	4
Key Terms	5
Section 2: Current Research on Student Cell Phone Use and Unpacking the Impact	6
Impact on Student Mental Health	6
Negative Effects of Social Media on Adolescents	7
Cyberbullying, Harassment, and Sexual Exploitation	7
Academic Performance, Distraction and Behavior	8
Section 3: Recommendations for Policy Development and Strategies for Limiting Cell Phone Use in School	9
A Thoughtful On-Ramp for Preplanning	9
Key Recommendations	9
Strategies for Limiting Cell Phone Use	13
Additional Considerations Regarding Limiting Cell Phone Use	14
Considerations for When and How to Allow for Cell Phone Use	14
Addressing Frequently Expressed Concerns About Cell Phone and Mobile Device Policies	16
Section 4: How States and Districts are Approaching the Issue	17
What Other States are Doing	17
Learning from Oregon Districts	18
Conclusion	19
Table 1. Summary of Selected Profiles of Oregon School District Cell Phone Practices Updated for the 2024-25 School Year	20
Appendix I. Restrictive Cell Phone and Mobile Device Policy Samples	21
Appendix II. Cost Considerations for Oregon Districts Restricting Cell Phones in Schools	27

Section 1: Introduction & Setting the Stage

Oregon school districts are at an inflection point in how they educate their students. Teachers, school staff, and students are learning to navigate teaching and learning in an educational landscape that has been reshaped by the increased use of mobile devices, including cell phones, and rapidly evolving digital technologies, like artificial intelligence. In Oregon, cell phone ownership among K-12 students is prevalent, with a substantial number of students bringing devices to school.^{1,2} Recent research links cell phone and social media use to increased risks of negative academic outcomes^{3,4} and mental health concerns among adolescents.⁵ Schools and districts across Oregon and nationwide are responding to these concerns by implementing policies that limit or ban cell phone use during the school day.⁶

Due to recent research regarding adolescence cell phone use, the Oregon Department of Education recommends that schools and districts review and update their policies related to cell phone and mobile device use during the school day to limit or restrict the use of them.

This guidance is intended to support local school districts with this process as they develop effective, equitable, and sustainable policies which enhance students' educational experiences while addressing the challenges and opportunities presented by cell phone and mobile technology use in schools.

ODE also recognizes that cell phones and other mobile devices can offer benefits to students including those who may have health and safety concerns, or where students with disabilities require assistive technologies for additional support. The absence of cell phones and other mobile devices during the school day may cause feelings of uncertainty and anxiety in some students who rely on them for regular communication and social interactions. Transitions to cell phone-free environments may be challenging for students, families, and staff and should be planned and implemented thoughtfully and carefully. While the process may be difficult, it can be approached in a way that ensures that policies and practices are effective, while still respecting the needs and well-being of all students.

¹ Oregon State Level SEED Survey Response Summary Data. Retrieved from: <https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx#:~:text=Year%202014%2D2015-,SEED%20Survey,-Student%20Educational%20Equity>

² The Digital Wellness Lab's Pulse Survey Adolescent Media Use: Attitudes, Effects, and Online Experiences. Retrieved from: https://digitalwellnesslab.org/wp-content/uploads/Pulse-Survey_Adolescent-Attitudes-Effects-and-Experiences.pdf

³ Ill Communication: Technology, distraction & student performance. Retrieved from: <https://www.sciencedirect.com/science/article/abs/pii/S0927537116300136?via%3Dihub>

⁴ The effects of smartphone addiction on learning: A meta-analysis. Retrieved from: <https://www.sciencedirect.com/science/article/pii/S2451958821000622>

⁵ Associations Between Time Spent Using Social Media and Internalizing and Externalizing Problems Among US Youth. Retrieved from: <https://jamanetwork.com/journals/jamapsychiatry/fullarticle/2749480>

⁶ States ramp up efforts to limit student cellphone use. Retrieved from: <https://www.k12dive.com/news/states-limit-student-cell-phone-use-mental-health-learning/709279/>

This guidance provides research-based insights into the risks posed by cell phones and other mobile devices in schools, such as distraction and decreased academic outcomes, mental health and well-being concerns, and increases in bullying and harassment. It also offers recommendations for school districts who are assessing the impact of mobile devices on their school communities and evaluating strategies to limit cell phone and mobile device use in order to foster a positive school climate where students can focus and succeed.

Guiding Principles

This guidance underscores that humans are naturally inclined towards social connection and require social interaction, that the mental health and well-being of all students is of paramount importance, and that all students deserve a safe, distraction-free school environment that helps them flourish into adulthood. The following three principles shaped the development of this guidance:

1. **Human brains are wired for social connection, language and learning: processes that are fundamentally interactive and relational.**⁷ Our schools are environments where students can learn together, simultaneously developing their social and cognitive skills through real-world interactions with their teachers and peers. While digital technologies can work to complement these experiences, they can also weaken or replace peer connections and authentic relationships within the school community. The overreliance on screens can disrupt these natural learning processes, leading to isolation and reduced social interaction.^{8,9}
2. **The mental health and safety of every student is paramount in the considerations school leaders have regarding digital technology and the school learning environment.** Research has shown that excessive screen time, particularly when it involves social media, can have detrimental effects on students' mental health, contributing to anxiety, depression, and other issues.¹⁰ By limiting access to cell phones and other mobile devices during the school day, educators can help mitigate these risks, encourage students to engage more deeply in face-to-face interactions and reduce the pressures associated with a constant online presence.
3. **The need for a focused and distraction-free learning environment is vital for students' ability to flourish in school.** The presence of cell phones and other mobile devices in the classroom can often distract and divert a student's attention and disrupt their ability to

⁷ Toward an interpersonal neurobiology of the developing mind: Attachment relationships, "mindsight," and neural integration. Retrieved from: <https://www.openground.com.au/assets/Documents-Openground/Articles/c96e82dc74/siegel-interpersonal-neurobiology.pdf>

⁸ Brain Drain: The Mere Presence of One's Own Smartphone Reduces Available Cognitive Capacity. Retrieved from: <https://www.journals.uchicago.edu/doi/full/10.1086/691462>

⁹ Linking Loneliness, Shyness, Smartphone Addiction Symptoms, and Patterns of Smartphone Use to Social Capital. Retrieved from: <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=865af4dc947260b1a98c83de0722c46f480b1a1f>

¹⁰ Smartphones, social media use and youth mental health. Retrieved from: <https://www.cmaj.ca/content/192/6/E136.short>

concentrate, connect, engage in intellectual work and absorb complex material.¹¹ It is important for schools to work purposefully to create conditions that promote deep thinking and sustained attention, free from the constant interruptions that cell phones and mobile devices can introduce.

Key Terms

Acceptable Use Policy (AUP): A set of rules applied by the school district governing the use of the internet and related digital technologies, including personal electronic devices, ensuring proper use.

Assistive Technology: “Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized that is used to increase, maintain, or improve functional capabilities of a child with a disability.”¹²

Cell Phone and Mobile Devices: A [personal electronic device](#) capable of making and receiving calls and text messages, and accessing the internet independently from the school's network infrastructure, also commonly referred to as a “cell phone.” For the purposes of this guidance, this also includes smartphones, flip phones, tablets, e-readers, smartwatches, smart glasses and any other personal web-capable device and the headphones and/or earbuds connected to those devices.

Cyberbullying: According to [ORS 339.351](#), last updated in 2021, cyberbullying is defined as, “the use of any electronic communication device to harass, intimidate or bully.” See Section 2 for more on cyberbullying in the context of cell phones and mobile devices in schools.

Digital Citizenship: The responsible use of technology by students, including safe, legal, and ethical behavior when using digital tools and engaging with digital content.

Digital Footprint: The record of a person's online activity, including the websites visited, emails sent, and information submitted to online services, including text, photos and other media types submitted through social media.

Social Media: Websites and applications that enable users to create and share content or participate in social networking, e.g. Instagram, TikTok, YouTube, WhatsApp, Snapchat, Discord, and Twitch.

¹¹ Mobile phones: The effect of its presence on learning and memory. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7425970/>

¹² Assistive Technology Model Operating Guidelines for School Districts and IEP Teams. Retrieved from: <https://drive.google.com/file/d/1L7b4mtYaz38AOU4eYUxyvto5Fnbovczx/view>

Section 2: Current Research on Student Cell Phone Use and Unpacking the Impact

The [Pew Research Center](#) estimates that over one-third of parents with a child under 12 report that their child began using a smartphone before the age of five.¹³ In response to the widespread use of personal electronic devices, [ORS 336.840](#), enacted in 2013, mandates that school districts establish policies governing their use in schools. Recent research underscores the potential risks to students' mental health and the learning process, prompting many districts and states to reconsider or even ban their use. Anecdotally, educators have observed that limiting cell phone usage in classrooms can lead to better academic performance and fewer behavioral issues, reflecting a growing consensus on the need to balance technology's advantages with its potential to disrupt education.¹⁴

Impact on Student Mental Health

As described in [NEA's recent report](#), teachers nationally have reported concerns about the negative disruptive potential of cell phones and other mobile devices on learning and students' mental health and well-being.¹⁵ Both the [American Medical Association](#) and [American Academy of Child & Adolescent Psychiatry](#) recommend limiting screen time for children and adolescents, emphasizing the importance of cutting down overall screen use for better physical and mental health. These concerns about social media use, cyberbullying and harassment, and screen addiction and their effects on mental health are significant. Many young people have a fear of being detached from their cell phones, even for a short period of time. Studies have also shown that excessive cell phone and social media use is correlated with an increased risk for anxiety, depression, and decreased attention spans.^{16, 17}

“[It's] so easy to get distracted by everything that's on your phone. They just distract from the learning that's happening. So, I personally don't think they should be out during class.”

- Senior at Sunset High School

From [OregonLive article](#) on teacher and student input regarding increased cell phone restrictions in schools

¹³ Children's engagement with digital devices, screen time. Retrieved from:

<https://www.pewresearch.org/internet/2020/07/28/childrens-engagement-with-digital-devices-screen-time/>

¹⁴ Do Cellphone Bans Work? Educators Share Their Experiences. Retrieved from: <https://www.edweek.org/leadership/do-cellphone-bans-work-educators-share-their-experiences/2023/11>

¹⁵ NEA Member Polling Results: Social Media, Personal Devices, and Mental Health June 20, 2024. Retrieved from: <https://www.nea.org/sites/default/files/2024-06/nea-member-polling-on-social-media-personal-devices-and-mental-health-june-20-2024.pdf>

¹⁶ Impact of Problematic Smartphone Use on Mental Health of Adolescent Students: Association with Mood, Symptoms of Depression, and Physical Activity. Requested and retrieved from: <https://bit.ly/4drVinF>

¹⁷ Associations Between Time Spent Using Social Media and Internalizing and Externalizing Problems Among US Youth. Retrieved from: <https://jamanetwork.com/journals/jamapsychiatry/fullarticle/2749480>

Negative Effects of Social Media on Adolescents

Social media, which accounts for a significant percentage of cell phone usage in and out of schools, has been shown to have various negative effects on adolescents. A growing number of peer-reviewed research published recently underscores the risk factors for mental health challenges faced by teenagers who are heavily engaged in social media. Increased screen time and social media engagement have been associated with higher risks of anxiety and depression symptoms, and other mental health concerns among adolescents. This is particularly true for girls.^{18,19} In 2023, the U.S. Surgeon General’s Advisory released a report titled [Social Media and Youth Mental Health](#), which examined this research on a national level.

Cyberbullying, Harassment, and Sexual Exploitation

The pervasive nature of social media can also lead to [cyberbullying](#) and other harmful interactions, which can profoundly affect students' mental and physical well-being and academic performance.

The constant connectivity enabled by cell phones can make it difficult for students to escape negative online experiences, leading to psychological stress and distress. A global study in 2020 found that regular access and pervasive use of social media by 11 to 15-year-olds was associated with “increased cyber-bullying and cyber-victimization in adolescents.”²⁰

Cell phones and social media can also be a vehicle for different forms of harassment and abuse for students, including privacy violations, sexual exploitation, harmful “deep fakes,” threats of sexual violence, and exposure to sexually explicit content. According to the [Oregon Student Health Survey](#), in 2022, 10% of students reported having been “monitored, shamed, or embarrassed” by someone using their privately shared content on social media. Rates were highest among girls,

“As [the school year] went on, I had less and less of a personal relationship with kids...The phone becomes a barrier. A certain percentage of your class comes in on their phone, they have headphones in, and even asking certain questions can be hard. The kids who have the most difficulty in school have these constant inputs from the phone. You lose the ability, the skill, to sit and think deeply.”

- Beaverton School District Teacher

From [OregonLive article](#) on teacher and student input regarding increased cell phone restrictions in schools.

¹⁸ The associations between screen time and mental health in adolescents: a systematic review. Retrieved from: <https://bmcpyschology.biomedcentral.com/articles/10.1186/s40359-023-01166-7>

¹⁹ Screen time and depression risk: A meta-analysis of cohort studies. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9815119/>

²⁰ Social Media Use and Cyber-Bullying: A Cross-National Analysis of Young People in 42 Countries. Retrieved from: <https://pubmed.ncbi.nlm.nih.gov/32446603/>

nonbinary, and transgender students. Social media can often expose young people to sexually explicit material, discriminatory or hate speech, violent images, and the promotion of unhealthy relationships that can affect mental health and safety. [A 2024 study](#) found that 54% of students had engaged with sexually explicit material by the age of 13, with a majority having been exposed to it unintentionally. Additionally, students may be exposed to inappropriate contact between adults and children on social media, including “sextortion,”²¹ trafficking, and other forms of exploitation.

Academic Performance, Distraction and Behavior

Learning occurs when students are engaged with meaningful content, are connected with their peers and teachers, and feel a sense of belonging. However, studies show that the use of cell phones and mobile devices during instructional time disrupts concentration,²² leading to decreased academic performance^{23,24} and increased behavior problems.^{25,26} Moreover, some apps are designed to keep users engaged for extended periods, with research suggesting that excessive phone use can affect adolescent brain development in ways similar to substance or gambling addictions.²⁷ Limiting the use of cell phones is essential for fostering a positive school climate where students can focus, learn, and succeed.

²¹ For more on the meaning and impacts of sextortion, please see: <https://www.dhs.gov/hsi/ops-and-initiatives/sextortion>

²² Dividing attention in the classroom reduces exam performance. Retrieved from: <https://leupen.umbc.edu/wp-content/uploads/sites/548/2018/10/Dividing-attention-in-the-classroom-reduces-exam-performance.pdf>

²³ Ill Communication: Technology, distraction & student performance. Retrieved from: <https://www.sciencedirect.com/science/article/abs/pii/S0927537116300136?via%3Dihub>

²⁴ PISA 2022 Results: The State of Learning and Equity in Education, Volume I. Retrieved from: https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/12/pisa-2022-results-volume-i_76772a36/53f23881-en.pdf

²⁵ Excessive Smartphone Use Is Associated With Health Problems in Adolescents and Young Adults. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8204720/>

²⁶ Smartphone Use Linked to Behavioral Problems in Kids. Retrieved from: <https://www.aau.edu/research-scholarship/featured-research-topics/smartphone-use-linked-behavioral-problems-kids>

²⁷ Social Media and Youth Mental Health The U.S. Surgeon General’s Advisory. Retrieved from: <https://www.hhs.gov/sites/default/files/sg-youth-mental-health-social-media-advisory.pdf>

Section 3: Recommendations for Policy Development and Strategies for Limiting Cell Phone Use in School

A Thoughtful On-Ramp for Preplanning

There are many ways to navigate the challenges that cell phones and other mobile devices bring to our schools. When planning to develop and implement limited cell phone use policies and practices, districts and schools can begin by seeking out local community input and support for new and revised policies around these challenges. Schools and districts can provide clear guidelines about when and where cell phones and mobile technology can and cannot be used and how misuse will be responded to. Frequent, ongoing communication with staff and students regarding expectations will contribute to a positive school culture around mobile technology usage and support increased student engagement in the classroom.

“We have recently implemented a no cellphone policy in our district and it has been life changing. The kids are working in class, talking to one another, and keeping out of trouble—for the most part.”

- High School Teacher

From [EdWeek article](#) with teachers sharing their experiences on cell free classrooms.

Key Recommendations

The following are key recommendations to consider when developing cell phone policies, including strategies for effective planning, implementation, and continuous improvement to ensure broad community support and successful outcomes. These recommendations emphasize collaboration, clarity, and ongoing communication throughout the process (available as a [2-page document](#)).

POLICY PLANNING & DEVELOPMENT

- **Develop policy and implementation plans with input from staff, students, and the community.** To build staff, student and community buy-in, incorporate their input at every stage—design, implementation, and review—helping to shape both the policy and its implementation plans. Input could come from groups such as student leadership and school site councils which include parent/caregiver input, as well as labor associations. Ensure that school staff fully support and consistently implement the policy to maintain its credibility and effectiveness and that policies are not overly reliant on teachers alone implementing the policy but are led and supported by school administration.
- **Center human dignity and integrate strengths-based language and approaches when developing policies and practices.** Interrupt language and behaviors that perpetuate bias, divisiveness, and oppression of any group. Apply an [equity lens](#) to ensure that policies do

not stigmatize or disadvantage those without cell phones and other mobile devices. Attend to students with accessibility needs in an affirmative and inclusive way and foster an inclusive environment where every student is valued.

- **Ensure cell phone policies are simple and straightforward to make them realistic for school staff to implement.** Integrate these policies into structures such as the school's behavior management system or student codes of conduct, emphasizing positive reinforcement. Clear, simple rules help students understand and follow expectations, while overly complex rules lead to inconsistency and frustration. Adjust as necessary. Communicate guidelines clearly in students' primary languages, using visuals when helpful.
- **Ensure cell phone policies address liability risk for theft, loss, or damage.** It is common practice for school districts to have policies that address theft, loss, or damage of personal property brought onto school grounds. School leaders developing and/or revising school cell phone policies are encouraged to be very clear about how these two policies intersect and align rules with the existing limited liability of personal property policies.
- **Ensure Communication Preparedness.** Assess each school's preparedness to ensure regular communication, especially with families and parents, without reliance on cell phones and other mobile devices. For example, does each classroom have a landline telephone? Do school staff have access to walkie talkies, etc.? Additionally, consider the impact to front office staff.

POLICY IMPLEMENTATION

- **Educate school staff, students, families and caregivers about new policies and expectations.** Build a plan for ongoing professional development time for staff on consistent reinforcement and follow through with the new/revised cell phone policies. Students and their caregivers will also benefit from ongoing communication regarding these policies throughout the school year. For example, reviewing the risks of technology usage, incorporating the policy guidelines into existing curricula, holding regular discussions around cell phone usage, and/or reaffirming expectations as needed through homeroom or advisory periods.

- **Integrate [Transformative Social Emotional Learning](#) into efforts that foster a positive school environment.** Recognize the complexity of students' beliefs, emotions, identities, cultures, backgrounds, and lived experiences. Involve students throughout the implementation process, honoring their identities, agency, sense of belonging, decision-making, and curiosity as they engage in feedback and discussions on cell phone policy. A strong Transformative Social Emotional Learning plan not only fosters proactive student engagement and voice but can also ensure the policy feels fair, promoting ownership, accountability, and increasing student buy-in.
- **Teach students about digital citizenship, media literacy, and healthy relationships.** Oregon [content standards](#) require regular instruction on [digital citizenship](#), [healthy relationships \(including through social media\)](#), [cyberbullying](#), [body image](#), and [other related topics](#). Oregon [ORS 339.356](#), last updated in 2021, also requires all Oregon school districts to adopt a policy which prohibits harassment, intimidation or bullying, which includes cyberbullying.
- **Consider how the policy will be enforced so students do not lose instructional time.** Excluding students from the classroom through suspension, expulsion or other disciplinary removal as a consequence of cell phone misuse can result in inequitable outcomes and depriving students of critical learning opportunities. Research indicates that suspension and expulsion are often: (a) ineffective in improving student behavior,²⁸ (b) detrimental to academic achievement outcomes,²⁹ and (c) disproportionately harmful to students of color.³⁰ Schools are encouraged to implement alternative strategies that uphold the educational rights of all students while addressing behavior effectively. For more information, refer to Oregon Department of Education's resources on preventing exclusionary discipline located on the [ODE School Discipline webpage](#).

Resources for educators from [Common Sense Media](#) related to cell phones, digital citizenship, SEL, and student well-being:

[Quick Digital Citizenship Lessons for Grades K–12](#) (32 free lessons)

[Digital Well-Being Lessons for Grades K–12](#) (14 free lessons)

[SEL in Digital Life Resource Center](#) (over 20 free lessons)

²⁸ More than a metaphor: The contribution of exclusionary discipline to a school-to-prison pipeline. Retrieved from: <https://www.tandfonline.com/doi/abs/10.1080/10665684.2014.958965>

²⁹ Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement. Retrieved from: <https://www.ojp.gov/ncjrs/virtual-library/abstracts/breaking-schools-rules-statewide-study-how-school-discipline-0>

³⁰ The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin? Retrieved from: http://www.fixschooldiscipline.org/wp-content/uploads/2020/09/25.The_Achievement_Gap_and_the_Discipline_Gap.2010.pdf

- **Encourage Teachers and School Staff to Model Expected Behavior:** Teachers and other staff lead by example and by avoiding the use of personal cell phones and other mobile devices during instructional time, they model and demonstrate their own focused attention and prioritize teaching and interaction with students. Schools should provide staff alternatives to personal cell phone communication, including email, school apps, land lines, etc. for work-related communication.

CONTINUOUS POLICY IMPROVEMENT

- **Build regular review and [continuous improvement](#) into the cell phone policy process, acknowledging that initial implementations are rarely perfect.** Include plans for initial implementation, regular reviews, and ongoing improvements. Involve staff, students, families, labor associations and the community in these processes. Use existing groups like student leadership and school site councils to gather feedback, ensuring continued buy-in from the initial policy design. Create explicit opportunities to gather student input about their experiences.
- **Gather ongoing feedback from parents, caregivers, and the broader school community and ensure input is considered.** This fosters shared responsibility and cooperation. After implementation, maintain ongoing communication to keep everyone informed about the policy's progress and any needed adjustments. Ensure communications are continuous, accessible, and available in native languages for all families in the community both before and after policy implementation.

Strategies for Limiting Cell Phone Use

Simple strategies for managing cell phone and mobile device use include requiring phones to be silenced and stored "off and away" or "silent and away" in lockers, backpacks, or for older students, parked vehicles. These methods are straightforward, can be easy to enforce, and effective at reducing distractions, though they may require additional monitoring to ensure student compliance. Below are additional strategies district and school leaders may consider for restricting student access to cell phones and mobile devices during the school day.

- **Teacher-Organized Classroom Storage**

Areas: Schools can set up designated storage areas in their classrooms, such as "caddies," "cell phone hotels," or "cell phone lockers," where students can store their phones at the beginning of class. Establishing regular routines where students know to put phones away as they enter classrooms can help reduce potential power struggles. Storage areas should be secure to prevent phones from going missing. Additionally, cell phone storage should ensure student privacy by preventing others from reading notifications or screens.

- **Front Office or Whole School-Based Storage**

Area: Students can either leave cell phones at home or check them in with the front office staff at the start of the school day as [one high school has done in Missouri](#). This is one policy option that would help to alleviate cell phone use by students in school bathrooms and other private areas that are less monitored by staff.

- **Magnetic Locking Pouches:** Many schools are adopting magnetic locking pouches, which have been effective for concert venues and theaters. Students who bring their phones to school place them in locked pouches upon entering the building and unlock them at day's end, reducing distractions while allowing students to remain in possession of their cell phones. Pouches can be unlocked by designated school staff at designated stations or by a portable unlock device in the case of emergencies. However, costs may be prohibitive and should be considered as a factor when designing policy, which can include [a number of](#)



Title: Phone Caddy In Use

Photo Credit: Scott Maben
Bend-La Pine Schools

[different approaches](#). In addition, there is the potential that students can find ways to unlock the pouches and/or damage them trying to do so.

- **Other technology-based strategies:** School leaders can work with their IT departments to block social media and other unapproved sites on the school's internet network, though students may still access these sites via cellular data. This strategy would mostly impact students who use Wi-Fi to access the internet on their cell phones which may not have active cellular service. Another strategy is allowing basic, [non-internet-capable phones](#), like flip phones, which are limited to calls and texts. [This idea has been considered](#) by New York's governor for state legislation. [Clark County School District](#) in Nevada has implemented an approach using “non-locking, signal-blocking pouches that will prevent cell phones and other devices from sending or receiving signals while inside the pouch.” The district mentions that students’ cell phones will be safely near students and available in the case of emergency.³¹

Additional Considerations Regarding Limiting Cell Phone Use

Effective communication of policies and procedures related to new cell phone and mobile device expectations and the reasons behind them is essential for successful implementation. While removing cell phones can help reduce distractions, it’s important to recognize that doing so without attending to the broader context of the school and classroom environment and culture will not guarantee increased student engagement. District and school leaders should also consider the long-term budget implications of limiting cell phone access. For instance, schools may need to invest in alternatives like digital cameras or other non-communication devices to replace the functions personal cell phones previously served.

Considerations for When and How to Allow for Cell Phone Use

There may be situations where schools should consider specific allowable uses to restrictive cell phone and mobile device policies. School leaders need to carefully weigh whether the benefits of cell phones and mobile device use outweigh the potential risks, such as the negative impacts on mental health and overall well-being that these devices and social media can cause. Possible allowances may include:

Health-Related Considerations

As school districts work to develop and/or revise cell phone and mobile device policies, school leaders should consider the health-related needs and overall well-being of their students. For example, students managing chronic health conditions, such as diabetes or severe allergies, may need to rely on mobile apps on their personal cell phones to monitor

³¹ Cell Phones in Pouches During Classroom Instruction Next School Year. Retrieved from: <https://ccsd.net/district/backtoschool/signal-blocking.html#:~:text=Will%20other%20schools%20in%20the,day%20beginning%20August%2012%2C%202024.>

their health in real time. Some students may also have sensory needs or preferences where mobile devices and headphones can help them self-regulate by keeping external stimuli at lower levels. Additionally, students with anxiety or other mental health challenges may benefit from access to calming or grounding apps, soothing music, or the ability to communicate with parents, families or other trusted adults during stressful moments. Individualized Education Plan (IEP) and 504 teams should determine where exceptions to a cell phone policy may be warranted to meet specific student health needs and ensure appropriate accommodations are included in the student's plan.

Communication During Non-Instructional Time

Cell phones can enable appropriate and timely communication between students and their parents, families or caregivers. If phones are allowed during specific time periods of the day (e.g. during lunch, before or after school, or during passing periods) students can use cell phones to communicate with their parents or caregivers to coordinate after-school activities, confirm transportation plans, travel between campuses when appropriate, or update parents or caregivers on their whereabouts, promoting both a sense of security and connectivity.

Accessibility and Assistive Technology

Assistive technologies such as speech-to-text, screen readers, translation apps, and other features available on cell phones can enable students experiencing disabilities to participate more fully in classroom activities, fostering an inclusive learning environment, though many of these same functions may be available on district-managed devices. Cell phones can also offer critical language accessibility for multilingual students, especially those who may be new to their school, by providing quick access to translation tools that help bridge language barriers and facilitate smoother communication. For more on accessibility for Oregon schools, see the [2024-25 accessibility manual](#). Additionally, artificial intelligence tools like chatbots and generative AI apps (e.g. ChatGPT, Google Gemini) represent a new sector of digital learning. These tools, many of which are accessible on cell phones, may help teachers provide more opportunities for accessibility and differentiation. IEP and 504 teams should determine where exceptions to a cell phone policy may be warranted to meet specific student needs and ensure appropriate accommodations are included in the student's IEP or 504 plan. For more information and guidance on generative artificial intelligence, please refer to [ODE's Digital Learning page](#).

Addressing Frequently Expressed Concerns About Cell Phone and Mobile Device Policies

To ensure positive communications and interactions which prioritize safety and student well-being, school leaders developing cell phone policies should proactively think about addressing concerns that may be frequently expressed by students, families and caregivers.

Emergency Communications

Many parents and caregivers consider cell phones as a lifeline during emergencies, allowing quick communication between students and families. This is a real and valid fear that should be addressed by those involved in new cell phone policy and rule development. However, the use of cell phones during emergencies can potentially exacerbate an already life-threatening situation. A phone's alerts, alarms, notification sounds, vibrations etc. could potentially bring unwanted attention in lockdown situations as students and staff are hiding as part of [Standard Response Protocol](#). Excessive communication can overwhelm cellular networks, hindering effective response efforts by public safety personnel. Moreover, spreading incorrect information, misinformation, or unverified details can cause confusion and additional fear, potentially worsening the situation.

While cell phones could be used in maintaining communication during crises, their use must be managed carefully to balance the benefits and risks involved. States such as [Ohio](#), as well as The [Federal Emergency Management Agency \(FEMA\)](#), suggest that student cell phones can do more harm than good in emergency lockdown situations and as part of emergency response plans should be turned off. School leaders should also have prepared policies and plans in place to have a unified, redundant and practiced response for direct emergency communications that includes website communication, cell phone app notifications and direct phone communication.³² Schools should examine their current safety protocols and determine if changes to cell phone policies expose additional risk to be mitigated.

Student Concerns and Transitional Challenges

Students regularly rely on cell phones for communication, organization, entertainment, and social engagement. Restricting access to them during the school day can disrupt familiar routines and cause anxiety or resistance, which may negatively impact well-being.³³ Additionally, some students may exhibit behaviors associated with "screen addiction," which can involve compulsive use of digital devices for notifications and social media.³⁴ To ease this

³² The Role of Technology in Improving K–12 School Safety. Retrieved from:

https://www.rand.org/content/dam/rand/pubs/research_reports/RR1400/RR1488/RAND_RR1488.pdf

³³ Psychological Characteristics And Mobile Phone Addiction Among Adolescents. Retrieved

from: http://oorja.org.in/uploads/pdfFiles/article/63ea00fdd94cf-Sept-Dec%202017_Himanshu%20Shekhawat.pdf

³⁴ Screen Use and Social Media "Addiction" in the Era of TikTok: What Generalists Should Know. Retrieved from:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10743327/>

transition, schools should plan to support students and families by acknowledging these challenges and emphasizing engaged learning and positive, supportive environments for students. Providing opportunities for student and family input, along with teaching [digital etiquette, citizenship, and media literacy](#), can help students transition and adhere to new policies. It is helpful to provide regular communication to students and families that cell phone and mobile device restrictions are not about punishment, but rather about helping our students.

Section 4: How States and Districts are Approaching the Issue

What Other States are Doing

A number of US states already have or are working towards establishment of policies that ban or limit cell phone use in schools in their states. At the time of the publishing of this guidance, [Florida](#), [Indiana](#) and [Louisiana](#) require schools to ban phones during the school's instructional time, which may allow for some exceptions, such as teacher discretion and times before and after the school day. Both [California](#) and [South Carolina](#) have also passed recent legislation to create phone-free learning environments in their schools.

Pennsylvania recently passed [Senate Bill 1207](#), which provides funding for schools to purchase "lockable bags" for cell phones and mobile devices (i.e. magnetic locking pouches) when they adopt an official policy that prohibits the use of cell phones and mobile devices during the school day in exchange for the grant funding. [Delaware](#) and [Arkansas](#) recently passed legislation for similar pilot programs. [Ohio](#) recently passed a statewide law that requires its districts to develop a policy that cell phone use "be as limited as possible during school hours."³⁵ [Alabama](#) and [Minnesota](#) have recently adopted similar language for their states. A number of other states, including [South Carolina](#), have current legislation that, if passed, would require districts to restrict cell phones in schools. The [Kansas Board of Education](#) has recently directed the formation of a task force to make "recommendations for student cell phone use in the classroom." The Governor of New York has also recently [mentioned possible legislation](#) next session in 2025 to include allowing students to have cell phones in schools that are only able to make phone calls and send text messages. The school board of Los Angeles Unified School District (LAUSD), the second-largest district in the country, has recently approved a [district-wide ban](#) on cell phones and social media use in schools starting in 2025. [DeKalb County Schools](#) in Georgia are testing two separate programs restricting cell phones in schools: one includes

³⁵ Ohio, 135th General Assembly, Amended Substitute House Bill Number 250. Retrieved from https://search-prod.lis.state.oh.us/solarapi/v1/general_assembly_135/bills/hb250/EN/05/hb250_05_EN?format=pdf

magnetically locking pouches; the other will incorporate phone storage “lockers” to limit device distractions during class.

Learning from Oregon Districts

At the time of the publishing of this guidance, there is no statewide rule or active legislation that bans or severely limits cell phone use in Oregon public schools. However, as previously cited under [ORS 336.840](#), enacted in 2013, school districts are required to have policies defining use for “personal electronic devices” in schools. A number of Oregon school districts have recently been developing and/or revising their own policies on cell phone and mobile device use during the school day, and the Oregon Department of Education recommends that schools and districts continue this practice of revisiting their current policies to limit or restrict cell phone use. Listed below are examples of two Oregon districts who have recently updated their cell phone and mobile device policies but have taken different approaches to address cell phone limitations to best meet their local needs. Consider learning more about what other [Oregon school districts](#) are doing regarding cell phone and mobile device policy across the state. A table of these profiles is also included in **Table 1**.

Taft 7-12 Middle & High School, part of Lincoln County School District, implemented magnetic locking pouches in the 2023-24 school year [to restrict student cell phone use](#). Their policy is [available here](#). This effort has shown some promising early results, though school leaders believe it is too soon to gauge long-term benefits like improved academics or fewer disciplinary issues.

School leadership worked hard to get input and buy-in from Taft teachers and staff, which has been crucial for enforcement. The pouches prevent physical confrontations over phones, making it easier for the school to feel like a phone-free campus. Initial strict monitoring at school entrances helps ensure compliance, though some students still manage to use phones discreetly with headphones. Taft principal, Nick Lupo, believes middle school students have become more interactive during lunch without phones. High school students can unlock their phones during open-campus lunch, with many opting to leave phones in cars. According to Mr. Lupo, another important aspect of this effort was ensuring that [communication with parents](#) and the community was thorough, and health-related exceptions were handled individually and made a priority during initial implementation. Despite some initial resistance from students, the emphasis remains on having a phone-free school, and school leaders believe the pouches have been a good physical reminder to keep phones put away throughout the entire school day. As the school has a 1:1 Chromebook program, administration feels this is a positive step forward. For more information on cell phone policy,

including information regarding the locking pouch implementation at Taft 7-12 Middle & High School, please reach out to Principal Nick Lupo at nick.lupo@lincoln.k12.or.us.

West-Linn Wilsonville School District has recently instituted a “change to electronic device expectations” they are calling *Present for Learning*. The WLWV guidance follows recommendations from AwayfortheDay.org, with [more policy details available here](#). West Linn-Wilsonville high schools will require all students to follow the *Present for Learning* expectations, which includes no cell phones out at class time, being secured in the teachers “classroom pocket” or stored away in a student’s backpack. This expectation includes classrooms, hallways, bathrooms, the cafeteria and other common places during class time. Students can have cell phones and other mobile devices out before and after schools, during passing periods and at lunch. Teachers can also request students to use cell phones for specific tasks.

Director of Communications for West Linn-Wilsonville School District, Andrew Kilstrom, said that, “Reports from teachers and students have been that our [Present for Learning](#) initiative at the high school level has been an overall success as we've grown into it this school year. Teachers and students alike have shared that it has helped to maintain focus and encourage classroom participation.” The *Present for Learning* language differs between the elementary, middle and high school levels, with more flexibility and responsibility for older students. This policy can be [seen here](#), in the district’s Student Rights and Responsibilities documentation. For more information on the West Linn-Wilsonville School District *Present for Learning* policy and its implementation, please contact Andrew Kilstrom at kilstroa@wlwv.k12.or.us.

Conclusion

This guidance for Oregon school districts emphasizes the critical need to prioritize student well-being, social connection, and focused learning as schools address the use of cell phones and mobile devices in the learning environment. Grounding in the guiding principles of fostering positive relationships and interactions, safeguarding mental health, and ensuring focused distraction-free classrooms, schools can create communities where students are fully engaged and supported, while implementing policies in a way that is responsive to staff, student, and family needs. These recommendations are meant to help districts develop thoughtful policies that limit or restrict the use of cell phones and mobile devices, ensuring that all students have the opportunity to thrive academically and socially in a safe, nurturing educational setting.

Table 1. Summary of Selected Profiles of Oregon School District Cell Phone Practices Updated for the 2024-25 School Year

District / School	Updated Approach	Key Points in the Updated Practice	Links & Contacts
Lincoln County SD / Taft 7-12 Middle & High School	<ul style="list-style-type: none"> • Full ban on cell phones and all mobile devices (e.g. smart watches, tablets, headphones) • Locked cell phone pouches 	<ul style="list-style-type: none"> • Locked pouches policy enacted in the 2023-24 school year • Locked all day, bell to bell • Has 1:1 Chromebook program in place 	Taft is a Cell Phone Free School Contact: Nick Lupo
North Clackamas SD	<ul style="list-style-type: none"> • Full ban on cell phones and all mobile devices (e.g. smart watches, tablets, headphones) • Locked cell phone pouches 	<ul style="list-style-type: none"> • Locked pouches practice enacted at the start of the 2024-25 school year • Locked all day, bell to bell for all MS & HS students • Has 1:1 Chromebook program in place 	Supporting Student Wellness: Cell Free Spaces Contact: Dr. Ivonne Dibblee
Portland Public Schools / Grant HS & Beaumont MS	<ul style="list-style-type: none"> • Full ban on cell phones and all mobile devices (e.g. smart watches, tablets, headphones) • Locked cell phone pouches 	<ul style="list-style-type: none"> • Increased restriction from previous policy • Locked all day, bell to bell • Lockable pouch policy is for Grant High School & Beaumont Middle School 	Cell Phone Policy Contact: James McGee
Lake Oswego SD	<ul style="list-style-type: none"> • Full ban on cell phones and all mobile devices (e.g. smart watches, tablets, headphones) during the school day. 	<ul style="list-style-type: none"> • Increased restriction from previous practices • Cell phones and other personal electronic devices must remain off and away for the entirety of the school day • Has 1:1 Chromebook program in place 	Personal Electronic Devices and Social Media Email Contact: Lou Bailey
Nyssa HS / Nyssa School District	<ul style="list-style-type: none"> • Full ban on cell phones and all mobile devices during the school day, with devices being stored in lockers, backpacks etc. 	<ul style="list-style-type: none"> • Increased restriction from previous practices • Cell phones and other personal electronic devices must remain off and away for the entirety of the school day 	Nyssa HS Student Handbook Email Contact: Luke Cleaver
Hillsboro SD	<ul style="list-style-type: none"> • Class time ban on cell phones and mobile devices (e.g. personal digital devices) • All devices “off, away and out of sight for learning.” No specific classroom caddies. 	<ul style="list-style-type: none"> • Increased restriction from previous policy • No Phone / Device Zones at all times; include restrooms and locker rooms • Cell phones and other mobile devices allowed during lunch and passing periods as well as before and after school 	Personal Electronic Devices and Social Media Contact: David Nieslanik
Bend-La Pine Schools	<ul style="list-style-type: none"> • Class time ban on cell phones and mobile devices • Silent and Away allows more flexibility for HS students 	<ul style="list-style-type: none"> • Cell phones required to be placed into “classroom pocket” (i.e. cell phone caddies) at start of class • MS has slightly more restrictive policy than HS 	Middle School Policy and High School Policy Contact: Scott Maben
West Linn Wilsonville SD	<ul style="list-style-type: none"> • Class time ban on cell phones and mobile devices (e.g. personal digital devices) • Cell phones placed into “classroom pocket” at start of class 	<ul style="list-style-type: none"> • Prohibits cell phones during class time in all areas of the school (classroom, hallways, bathrooms etc.) • Follows AwayfortheDay.org guidance, allows phone use before and after school, lunch, and passing periods • <i>Present for Learning</i> initiative allows for different policies at elementary, middle and high schools 	Present for Learning Contact: Andrew Kilstrom

Appendix I. Restrictive Cell Phone and Mobile Device Policy Samples

SAMPLE INTRODUCTION and RATIONALE:

[Insert district name] is implementing a new cell phone and mobile device policy to create the best possible learning environment for all of our students, starting [insert date]. This policy has been carefully considered and is based on research showing the negative impacts that constant cell phone and device use can have on academic performance, mental health, and overall student well-being.

The goal of this policy is to enhance [insert district name]'s focus on learning, aligning with our mission to foster engagement for learning and strengthen our school culture and community.

MOST RESTRICTIVE EXAMPLE POLICY - Magnetic Locking Pouches:

Policy: All schools in the [Insert district name] are to be phone-free from the start of school through the end of the school day. Cell phones and other mobile devices (including smartphones, flip phones, tablets, e-readers, smartwatches, smart glasses and any other personal web-capable device and the headphones and/or earbuds connected to those devices) brought onto school grounds are to be locked away in district-provided magnetic lockable pouches for the entirety of the school day from the time they walk into school to the time they leave.

Expectations:

- All students must store their cell phones and mobile devices in magnetic lockable pouches provided by the school upon arrival.
- Keeping the magnetic lockable pouches in good working condition is the responsibility of the student.
- Devices will remain in these pouches throughout the school day, including during lunch and all passing periods. Students may not access cell phones or other devices in bathrooms or locker rooms at any time.
- It is the student's responsibility to ensure all devices are silenced and not visible during class time.
- Students are encouraged to communicate with parents, caregivers and / or guardians through the school office if necessary.

Steps for Missed Expectations: If a student does not meet the expectations regarding cell phones and other mobile devices during the school day, a teacher or administrator will apply the following actions:

- **First Offense:** Verbal warning and reminder of the policy by school staff, student required to place device into lockable pouch.
- **Second Offense:** Device confiscated and parent / caregiver notification and sent to the front office. Device and pouch returned by front office staff at the end of the school day. Potential meeting with school administration scheduled.
- **Third Offense:** Cell phone confiscated and parent / caregiver notification. Meeting with school administration and parent / caregiver scheduled.
- **Beyond Third Offense:** (REPLACE - School to determine additional consequences as needed.)

Forgot Your Pouch: If a student forgets their magnetic locking pouch, they will either receive a temporary replacement or have their device stored in the office for the day. Repeatedly forgetting the pouch will be treated as a lost item. Please see the Lost Pouch policy below.

Lost, Stolen, or Damaged Pouch: In the case of a lost or damaged magnetic locking pouch, a fee may be applied for a replacement. If the pouch is stolen, students should report the incident to the front office staff and / or school administration immediately.

Exceptions: Students with documented health conditions, as defined in their Individualized Education Program (IEP) or 504 plan, may be permitted to use a cell phone or other mobile device during the school day if required to monitor or manage their health. This use must be approved in advance by school administration and incorporated into the student's health plan. Students with approved exceptions are expected to follow all other device storage and usage guidelines when not actively managing their health concerns.

Definitions:

- **Cell Phone and Mobile Devices:** A personal electronic device capable of making and receiving calls and text messages, and accessing the internet independently from the school's network infrastructure, also commonly referred to as a "cell phone." For the purposes of this policy this also includes smartphones, flip phones, tablets, e-readers, smartwatches, smart glasses and any other personal web-capable device and the headphones and/or earbuds connected to those devices.
- **Magnetic lockable pouches:** District-provided soft lockable cases, or "pouches," designed to secure a student's cell phone during the school day. These pouches use a magnetic locking mechanism that can only be opened by a special unlocking base, located at all main school entrances.

- **School day:** For the purposes of this policy, “school day” refers to the time from the first morning bell at [insert time] until the afternoon dismissal bell at [insert time]. This policy may also extend to school buses, field trips, and athletic events, as determined by the school district.

RESTRICTIVE EXAMPLE POLICY - Classroom Cell Phone Caddies:

Policy: All schools in the [insert district name] are to be phone-free from the start of school through the end of the school day, with some exceptions. Cell phones and other mobile devices (including smartphones, flip phones, tablets, e-readers, smartwatches, smart glasses and any other personal web-capable device and the headphones and/or earbuds connected to those devices) brought onto school grounds are to be stored away during all instructional time in school-provided classroom cell phone caddies for the entirety of the time in class. Cell phones and other mobile devices may be allowed at lunch time for all middle school and high school students.

Expectations:

- During class time, all students are required to store their cell phones and mobile devices in the classroom’s district-provided cell phone caddies.
- Cell phones and other mobile devices are to remain silent throughout the entire school day.
- Cell phones and other mobile devices are not to be accessed in class or during passing periods.
- Students may not access cell phones or other devices in bathrooms or locker rooms.
- It is the student’s responsibility to ensure all devices are silenced and not visible during class time.
- Students are encouraged to communicate with parents, caregivers and / or guardians through the school office if necessary.

Steps for Missed Expectations: If a student does not meet the expectations regarding cell phones and other mobile devices during the school day, a teacher or administrator will apply the following actions, which increase in severity:

- **First Offense:** Verbal warning and reminder of the policy by school staff, student required to place device into classroom caddie.
- **Second Offense:** Device confiscated and parent / caregiver notification and sent to the front office. Device returned by front office staff at the end of the school day. Potential meeting with school administration scheduled.

- **Third Offense:** Device confiscated and parent / caregiver notification. Meeting with school administration and parent / caregiver scheduled.
- **Beyond Third Offense:** (*REPLACE* - School to determine additional consequences as needed.)

Exceptions: Students with documented health conditions, as defined in their Individualized Education Program (IEP) or 504 plan, may be permitted to use a cell phone or other mobile device during the school day if required to monitor or manage their health. This use must be approved in advance by school administration and incorporated into the student's health plan. Students with approved exceptions are expected to follow all other device storage and usage guidelines when not actively managing their health concerns.

Definitions:

- **Cell Phone and Mobile Devices:** A personal electronic device capable of making and receiving calls and text messages, and accessing the internet independently from the school's network infrastructure, also commonly referred to as a “cell phone.” For the purposes of this policy this also includes smartphones, flip phones, tablets, e-readers, smartwatches, smart glasses and any other personal web-capable device and the headphones and/or earbuds connected to those devices.
- **Cell phone caddies:** District-provided storage units used in classrooms to hold student cell phones and other mobile devices during instructional time. Students must place their devices in the caddies at the start of each class and retrieve them at the end. See an image of the cell phone caddy below:

[insert caddy picture here]

- **School day:** For the purposes of this policy, “school day” refers to the time from the first morning bell at [insert time] until the afternoon dismissal bell at [insert time]. This policy may also extend to school buses, field trips, and athletic events, as determined by the school district.

LEAST RESTRICTIVE EXAMPLE POLICY - Away for the Day:

Policy: All schools in the [insert district name] are to be phone-free from the start of school through the end of the school day, with some exceptions. Cell phones and other mobile devices (including smartphones, flip phones, tablets, e-readers, smartwatches, smart glasses and any other personal web-capable device and the headphones and/or earbuds connected to those devices) brought onto school grounds are to be stored “Away for the Day” [or other name] which includes all instructional time. Cell phones and all

other mobile devices are to be stored in the student's locker or backpack. Cell phones and other mobile devices are allowed at lunch time and passing periods for all middle school and high school students.

Expectations:

- During class time, all students are required to store their cell phones and mobile devices in their own lockers and / or backpacks. Cell phones and other mobile devices are not to be stored in the students' pockets, under their desk, or in any other easily accessible location.
- Cell phones and other mobile devices are to remain silent throughout the entire school day.
- Students may not access cell phones or other devices in bathrooms or locker rooms at any time.
- It is the student's responsibility to ensure all devices are silenced and not visible during class time.
- Students are encouraged to communicate with parents, caregivers and / or guardians through the school office if necessary.

Steps for Missed Expectations: If a student does not meet the expectations regarding cell phones and other mobile devices during the school day, a teacher or administrator will apply the following actions, which increase in severity:

- **First Offense:** Verbal warning and reminder of the policy by school staff, student required to place device into classroom caddie.
- **Second Offense:** Device confiscated and parent / caregiver notification and sent to the front office. Device returned by front office staff at the end of the school day. Potential meeting with school administration scheduled.
- **Third Offense:** Device confiscated and parent / caregiver notification. Meeting with school administration and parent / caregiver scheduled.
- **Beyond Third Offense:** (*REPLACE* - School to determine additional consequences as needed.)

Exceptions: Students with documented health conditions, as defined in their Individualized Education Program (IEP) or 504 plan, may be permitted to use a cell phone or other mobile device during the school day if required to monitor or manage their health. This use must be approved in advance by school administration and incorporated into the student's health plan. Students with approved exceptions are expected to follow all other device storage and usage guidelines when not actively managing their health concerns.

Definitions:

- **Cell Phone and Mobile Devices:** A personal electronic device capable of making and receiving calls and text messages, and accessing the internet independently from the school's network infrastructure, also commonly referred to as a “cell phone.” For the purposes of this policy this also includes smartphones, flip phones, tablets, e-readers, smartwatches, smart glasses and any other personal web-capable device and the headphones and/or earbuds connected to those devices.
- **School day:** For the purposes of this policy, “school day” refers to the time from the first morning bell at [insert time] until the afternoon dismissal bell at [insert time]. This policy may also extend to school buses, field trips, and athletic events, as determined by the school district.

Appendix II. Cost Considerations for Oregon Districts Restricting Cell Phones in Schools

Overview: Implementing a policy to restrict cell phones during the school day may involve several cost components. These include the purchase or lease of storage solutions, the employment of additional classified staff, and ensuring the privacy and security of student information.

Background on Data Sources: Each Oregon district and school is unique. The estimates provided here are based on publicly available state and federal data and reports, covering aspects such as district, school, and class sizes, as well as student and teacher populations. While these estimates aim to be as accurate as possible, the actual final pricing for any of the approaches included may vary significantly from these figures.

Estimates:

- I. **Magnetic Lockable Pouches:** Reports from Oregon school districts currently using magnetic lockable pouches, along with publicly available information, indicate that the annual cost per pouch is approximately \$15-30 per student. This cost typically includes customer service, lock/unlock bases, initial training, and ongoing support. Districts with larger student populations may secure lower per-student pricing. Currently existing models require districts to lease pouches.

High Schools: Average cost per student:
\$27 per year

- Small school (600 students): \$16,200 per year
- Medium school (900 students): \$24,300 per year
- Large school (1200 students): \$32,400 per year

Middle Schools: Average cost per student:
\$27 per year

- Small school (500 students): \$13,500 per year
- Medium school (650 students): \$17,550 per year
- Large school (800 students): \$21,600 per year

- II. **In-Class Storage Solutions:** In-Class Storage solutions vary in cost, based on the type of storage container provided. Average estimated costs for the different types of in-class storage solutions include:

- Hard-sided Lockable Caddies: \$62 each
- Hard-sided Open Caddies: \$27 each
- Soft Hanging Storage: \$16 each

High Schools:

- Lockable Caddies: \$2,790 - \$3,100 per school
- Open Caddies: \$1,215 - \$1,350 per school
- Hanging Storage: \$720 - \$800 per school

Middle Schools:

- Lockable Caddies: \$1,984 - \$2,294 per school
- Open Caddies: \$864 - \$999 per school
- Hanging Storage: \$512 - \$592 per school

III. **Associated Costs Related to Additional Classified Staff Capacity:** To effectively manage the new responsibilities and duties associated with the implementation of cell phone restrictions, additional classified staff time may be required. These staff members, most likely front office staff, would handle tasks such as monitoring and enforcing cell phone policies, managing the collection and distribution of locked devices, and providing support to students and parents regarding the new rules.